

Build and Use Text-Dependent Questions to Engage All Learners

Staff Development for Educators | Louisiana
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PRESENTED BY

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Agenda

- **Build Text-Dependent Questions**
- **Use Text-Dependent Questions to Facilitate Instruction Around Complex Text**

**What are text
dependent
questions?**

**How do I craft
them?**

Not Text-Dependent	Text-Dependent
<p>In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.</p>	<p>What makes Casey’s experiences at bat humorous?</p>
<p>In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.</p>	<p>What can you infer from King’s letter about the letter that he received?</p>
<p>In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?</p>	<p>“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?</p>

Text-Dependent or Not?

1. How does Babbitt use the Ferris wheel to describe a year or time? Use quotes from the prologue to support your response.
2. What is it like to ride on a Ferris wheel? How does it feel to be at the very top?
3. The author describes the cottage in Chapter 1 as having a “touch-me-not” appearance. Who might live here? Would this be a place you’d like to live or visit?
4. How does the “touch-me-not” appearance of the cottage affect Tuck and other members of his family?

Designing Text-Dependent Questions

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ESSENTIAL UNDERSTANDINGS:

What text might that addresses these?

1. People search for a place to call home and a sense of family to foster security.
2. Sometimes the truth needs to remain secret to protect people from harm.
3. Effective leaders can help unite disparate groups to achieve a unified goal by using compromise and strategy.
4. The structures and behaviors of living organisms help them adapt to their environments so they can survive.

STEP 1:

Create Essential Understandings



1. **Read text.** Read the “Assume You’re Under Surveillance” by Andy Kessler (Word packet pg. 2).
2. **List concepts.** Make a list of **concepts** that you glean from this text. See examples on the “Concepts” list (Word packet p. 3).

It's been over 60 years since George Orwell published *1984*, said Andy Kessler, and "Big Brother is finally watching." There are around 30 million commercial surveillance cameras in the U.S., and thousands of government cameras, recording your image at banks, tollbooths, grocery stores, and public places. Police patrol cars in many cities are being equipped with automatic license-plate readers that check 1,000 plates an hour against databases of scofflaws. With facial-recognition technology in the works, "how long until police identify 1,000 faces per hour walking around the streets?" Online, your emails, searches, and website travels are being tracked and recorded; so are your travels in the real world, as revealed by your smartphone or your tablet's GPS. The government can easily demand access to all this information. Ominously, the National Security Agency is building a massive, \$2 billion data center in Utah capable of storing 5 zettabytes of data—the equivalent of "every email, cell phone call, Google search, and surveillance-camera video for a long time to come." If you are online or out in public, you may well be under surveillance. "Plan for it."

Examples of Concepts

Science	Social Studies	Literature	Health
Energy	Community	Alienation	Diet
Evolution	Culture	Conflict	Disease
Genetics	Diversity	Courage	Exercise
Gravity	Economy	Maturation	Hygiene
Light	Exploration	Power	Illness
Patterns	Politics	Prejudice	Puberty
Systems	Religion	Utopia	Wellness



STEP 1:

Create Essential Understandings

3. *Brainstorm statements.*

- Brainstorm a list of statements pertaining to this text using your concepts and the “Verbs That Show Relationships” sheet.
- You might need the frame: “From this reading, students will understand that...”
What follows must be a complete sentence.

Concepts	Brainstorming	Essential Understandings
<ul style="list-style-type: none"> ● Surveillance ● Government ● Security ● Fear ● Skepticism ● Privacy ● Rights ● Crime 	<p>Governments are using technology to monitor people's communication and location.</p> <p>There are positives and negatives to the privacy debate.</p> <p>Using surveillance is a way to protect people from crime.</p> <p>It is an injustice to monitor people in intrusive ways.</p> <p>People have an active role in how they are monitored.</p>	<ul style="list-style-type: none"> ● Governments utilize technology to protect people from crime which might infringe on privacy rights. ● People can select technology carefully to minimize government intrusion of their rights.

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STEP 2: Identify What Is Noteworthy

- Writing style
- Text features
- Passages that:
 - are ripe for making inferences
 - are difficult to read because of sentence syntax
 - have difficult concepts that need interpretation
 - include challenging words
 - are complicated because of figurative language
 - have literary devices that are mature for the reader

STEP 2 Examples

Allusion:

“It’s been over 60 years since George Orwell published *1984*...”

Imagery:

“... the National Security Agency is building a massive, \$2 billion data center in Utah capable of storing 5 zettabytes of data—the equivalent of ‘every email, cell phone call, Google search, and surveillance-camera video for a long time to come.’ ”

Mood: general feeling of the work; the emotions readers feel while reading; conveyed through dialogue, setting, plot, images.

How do you feel as you read it?
threatened, exposed

“... the National Security Agency is building a massive, \$2 billion data center in Utah capable of storing 5 zettabytes of data—the equivalent of ‘every email, cell phone call, Google search, and surveillance-camera video for a long time to come.’ ”

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Informative/Explanatory Essays

Students use their research and their identification of patterns [emotion word “families”] to help them answer the following prompt: ***How do Douglass' feelings change over the course of this piece? What is Douglass trying to show about how slavery makes people feel?***

Write a paragraph in which you show how his feelings change and what you believe he is trying to show the reader.

Informative/Explanatory Essays

Students should write an adequately planned and well-constructed informative essay regarding the meaning of the essay's title - "Living Like Weasels." ***Why has the author chosen this title? Why is it significant?***

Students should include at least three pieces of evidence from the text to support their thoughts.

Narrative

For homework, choose one of the following prompts to complete: (1) **Construct a narrative** that teaches the same lesson(s) that Tom [Sawyer] learns at the end of the passage. Incorporate both the voice of a narrator, as well as dialogue in your story. (2) **Write a parody of the scene** by changing the characters and work being done to reflect a modern dilemma.

Argument Prompt

After reading “The Road Not Taken” by Robert Frost, write an argumentation essay in response to this prompt:
What is the theme of the poem and how is it developed over the course of the poem’s four stanzas?

Remember to:

- State your impression of the poem’s theme clearly.
- Support your position about the theme by including how Frost’s word choice, repetition, and structure convey his message.
- Cite evidence from the poem to support your analysis.
- Consider and address alternate themes from the poem.

TEMPLATE #2 for ARGUMENTATION/ANALYSIS

[Insert a background statement that introduces the prompt or a question]: _____ . After reading _____ (*literature or informational texts*), write a/an _____ (*essay, report, or substitute*) that addresses the question and support your position with evidence from the text(s).
Level (L) 2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.

TEMPLATE #12 for INFORMATIONAL OR EXPLANATORY/DEFINITION

What is “metaphor”? After reading *The House on Mango Street* and drawing from other works you’ve read this year, write an essay that defines “metaphor” and explains how authors use it to enhance their writing. Support your discussion with evidence from the texts.

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Syntax

- The study of the rules for the formation of grammatical sentences in a language.
- The study of the patterns of formation of sentences and phrases from words.

Divide this long sentence into individual sentences that explain its meaning. Change or delete words that do not contribute to the meaning:

“The Earth's crust, on which we live and depend, is in large part the product of millions of once-active volcanoes and tremendous volumes of magma that did not erupt but instead cooled below the surface.” *

- **We live and depend on the Earth’s crust.**
- **The Earth is the product of millions of volcanoes that were once active.**
- **The volcanoes leave magma that didn’t erupt but cooled below the surface.**

Text-Dependent Task

Ask students to parse the syntax of the final sentence in the passage, paying careful attention to how the constituent parts of the sentence add up to create the unique meaning of Douglass's words.

Sentence

The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

Text-Dependent Task

Sentence

Rewrite this sentence into your own words. What mood does it evoke?

“It is a melancholy object to those who walk through the great town or travel in the country, when they see the streets, the roads, and cabin doors, crowded with beggars of the female-sex, following by three, four, or six children, all in rags and importuning every passenger for an alms.” (Swift, “A Modest Proposal”)

Generic	Tailored to Text
<p><i>How do the sentence beginnings or sentence structures impact the text? Reflect the author's style?</i></p>	<p>What effect does Sacher's writing have on readers in this passage?</p> <p><i>He had driven straight into a hole. He lay on the dirt staring at the truck, which struck lopsided into the ground. He sighed. He couldn't blame his no-good-dirty-pig-stealing-great-great-grandfather this time.</i></p>
<p><i>Divide a long sentence into simpler parts. What does each part mean?</i></p>	<p>Divide Patrick Henry's sentence into simpler parts and explain what each part means:</p> <p><i>"But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak sentiments freely, and without reserve."</i></p>

Three Tiers of Words

- **Tier One:** everyday speech
- **Tier Two:** general academic words
- **Tier Three:** domain-specific words

“Materials aligned with the CCSS should help students acquire knowledge of **general academic vocabulary because these are the words that will help them access a wide range of complex texts.”**

Source: “Revised Publisher’s Criteria...”

“Volcanoes” excerpt

In **early times**, no one knew how **volcanoes formed** or why they **spouted red-hot molten** rock. In **modern times**, scientists began to study **volcanoes**. They still don't know all the answers, but they know much about how a **volcano** works.

Our planet made up of many **layers** of rock. The top **layers** of **solid** rock are called the crust. Deep beneath the **crust** is the **mantle**, where it is so hot that some rock melts. The melted, or **molten**, rock is called **magma**.

Not so long ago in Montgomery, Alabama, the color of your skin determined where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, racial segregation was the rule throughout the American South. Strict laws—called “Jim Crow” laws—enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

People were separated by race from the moment they were born in segregated hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, worship in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

(Appendix A, p. 34)

Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S. Constitution. These tests were often rigged to disqualify even highly educated blacks. Those who overcame the obstacles and insisted on registering as voters faced threats, harassment and even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.

It all started on a bus.

(Appendix A, p. 34)

Step 4 Examples (Vocabulary)

- In the first stanza, Frost uses the word “**diverged**.” What does this mean, and what context clues can you pull from the text to support your assertion? Why does Frost repeat this in the final stanza?
- Explain the term “**proposition**” as it is used in this address. (“Gettysburg Address”)

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STEP 5: Recognize Key Details

Can be a combination of any of these types of questions:

- Foundational; can prepare for more sophisticated questions
- Literal; can be answered using direct words from the text
- Calls on readers to connect ideas or information from the text

Examples of Questions for Step 5 (Key Details)

- **(Q1)** Why is Douglass specific about making friends with “little white boys”?
- **(Q2)** How did Douglass learn how to read when running errands?
- **(Q1)** What features of a weasel’s existence make it wild? Make it violent?
- **(Q2)** What instances in the text show a display of weasels being “obedient to instinct”?

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STEP 6: Delve into Challenging Areas of the Text

- Focus on Step 2 notated words and sections:
 - dense material and **concepts**
 - **inferential** opportunities
 - hard to interpret **literary devices**
 - complicated **figurative language**
 - sophisticated **text features**
- Possible overlap with Step 4 (syntax) if passages with challenging sentence structure have difficult content.

Step 6 Examples (Challenging Questions)

- In the last stanza, Frost reveals a certain tone. Identify the tone and record particular words that demonstrate it. Why does the narrator adopt this tone?
- Explain how the absence of figurative language affects the emotional tone of the address.
- What is the theme of “Road Not Taken”? What textual evidence supports it.
- What evidence in paragraph three shows that the speaker thinks it is acceptable and normal to act like a 3 year old even if you are all grown up?

Generic	Tailored to Text
<p><i>Why does the author use this literary device (hyperbole, allusion, dialect, etc.): _____?</i></p>	<p>Why does Dahl use irony? What effect does it have on the reader?</p>
<p><i>What do characters' decisions reveal about themselves?</i></p>	<p>How do Anne Frank's actions and decisions define her character? How and why do our impressions of her change?</p>
<p><i>What literary devices does the author use? Provide an interpretation or rewrite the passage in your own words.</i></p>	<p>Cisneros uses the metaphors of an onion, rings of a tree trunk, and stacking dolls to describe growing old. Reread that paragraph and rewrite it in your own words.</p>

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Resources

- Basal and Anthology Alignment Projects (Edmodo)
- Reading Like a Historian (Stanford Univ.)
- “Engaging the adolescent learner: text dependent questions” article by Fisher and Frey (online)
- Close Reading Exemplars:
www.achievethecore.org
- Literacy Design Collaborative (LDC)
- California Office to Reform Education Modules
- *Mapping Comprehensive Units to the ELA Common Core, K-5 and 6-12* by Kathy Glass

**How do teachers
facilitate close
reading of complex
text?**



Prepare for Close Reading

- Divide text into sections or passages.
- Underline words where there are no context clues; provide definitions in the margin or on a separate sheet of paper.
- Use bold to indicate Tier 2 words, or general academic words.
- Develop essential understandings of the whole text and text-dependent questions associated with each section of the text.

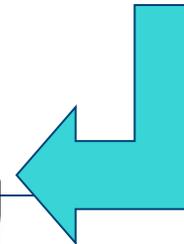
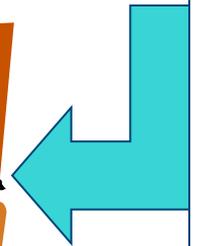
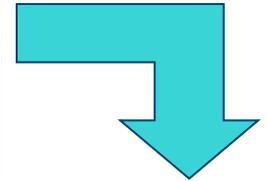


Ideas for Introducing the Passage

- Avoid conducting prereading activities.
- Give brief definitions of words in which context clues do not reveal meanings.
- Set the stage for the lesson by posing an essential guiding question and stating the title and author.
- Prepare students for complexity.

Initial Exposure to Text: Option 1

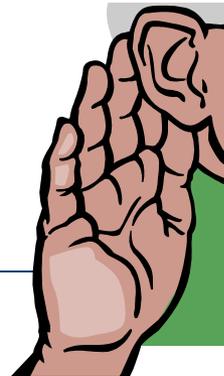
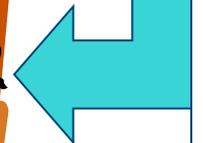
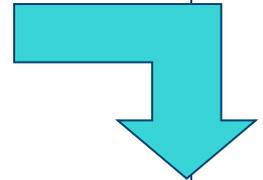
- Listen to text/record observations.
- Discuss with a partner and class.
- Read silently.



Initial Exposure to Text:

Option 2

- Read silently/record observations.
- Discuss with a partner and class.
- Listen to text.



“Eleven” Excerpt by Sandra Cisneros

Directions: In the “Notes” column, consider the following:

- Write down the main idea of a paragraph.
- Make any inferences.
- Record ideas or questions you have about the text you want to share with others.
- Write any reactions to the text or how it makes you feel.
- Interpret figurative language.

Then, underline or highlight pertinent text associated with your notes.

Text Passage	Notes
<p>What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are—underneath the year that makes you eleven.</p>	
<p>Like some days you might say</p>	

“Eleven” Graphic Organizer

Directions: After rereading the text, write answers to each question below in the “My Response” section. Support each response in the “Evidence from the Text” section. After you are given time to talk to a classmate and share ideas, complete the “My Thoughts Now” section based on your conversation.

1. Paragraph one mentions “they,” although this reference to “they” is unclear. How does the speaker feel about “they”? What words in the passage show this feeling?

My Response	Evidence From the Text
My Thoughts Now	

Grouping and Instructional Strategies Ideas*



- Individually
- Pairs or Trios
- Small Group
- Whole Class



- Think-Pair-Share
- Roundtable
- RAFT
- Games
- Cubing
- Graphic Organizers
- Jigsaw
- Reciprocal Teaching

* Not a finite list

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DIAMANTE

CINDERELLA

shy

gentle

caring

sacrificing

humbled

victim

daughter

--
monster

mother

hated

demanding

determined

cruel

ugly

STEPMOTHER

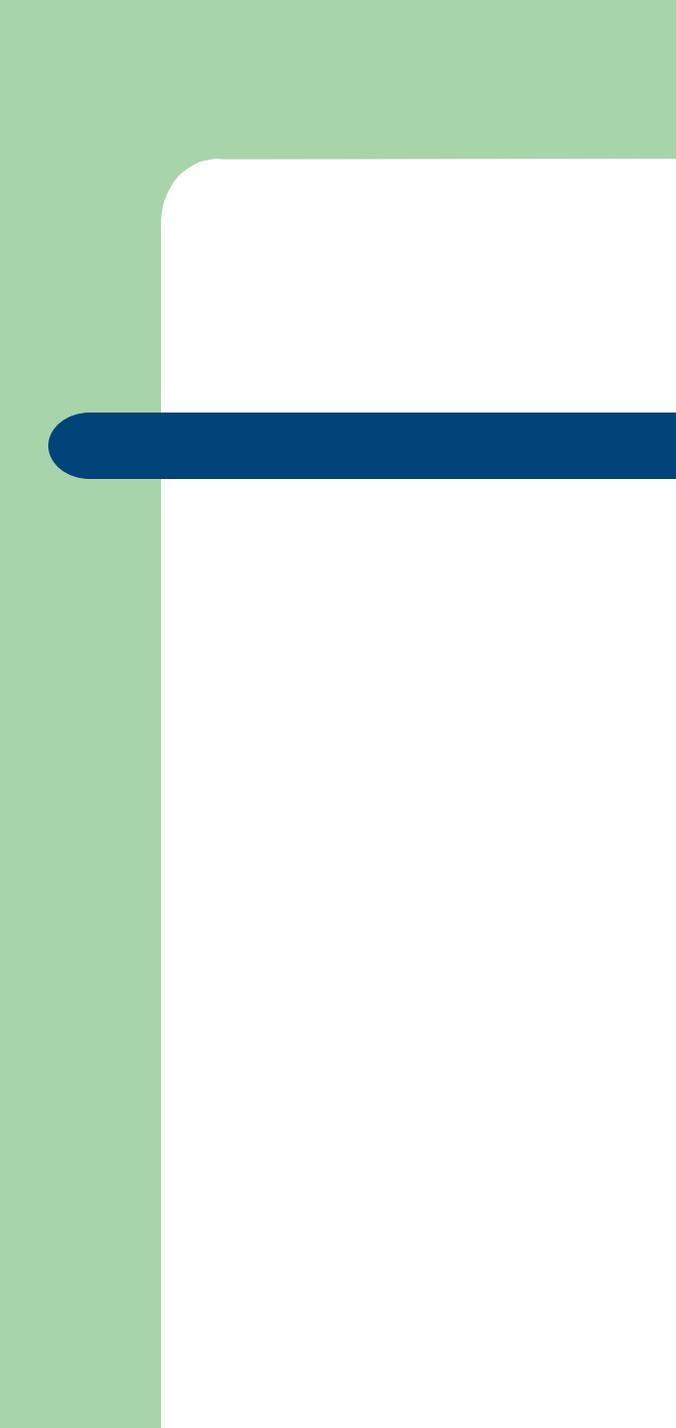
- Line 1: write **one character** (animal or human); skip to line 7 and write an **opposite character**
- Line 2: write **two adjectives** describing the character in line 1
- Line 3: write **three participles** (verb form ending in -ed or -ing) that relate to the character in line 1
- Line 4: write **four nouns** related to the two characters; the first two nouns will relate to the character in line 1; the last two nouns will relate to the opposite character in line 7
- Line 5: write **three participles** related to the character in line 7
- Line 6: write **two adjectives** describe the character in line 7
- Line 7: **opposite character** of line 1

Diamante Poem

- **Line 1:** write **one character or topic**; skip to line 7 and write an **opposite character or topic**
- **Line 2:** write two **adjectives** describing character/topic in Line 1
- **Line 3:** write three **participles** (*verb form ending with –ed or –ing*) relating to character/topic in Line 1
- **Line 4:** write four **nouns**; the first two nouns will relate to Line 1; the last two nouns will relate to Line 7
- **Line 5:** write three **participles** relating to character/topic in Line 7
- **Line 6:** write two **adjectives** describing the character/topic in Line 7
- **Line 7:** **opposite character or topic** of Line 1

How about other opposites?

- Bullies – Non-bullies
- Protagonist – Antagonist
- Summer – Winter
- One Culture – Different Culture
- Pilgrims – Native Americans
- Solids – Liquids
- Fiction – Nonfiction
- Angiosperms – Gymnosperms
- Rural – Urban
- Little Red Riding Hood – Wolf

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CUBING

DIE/CUBE PROMPT EXAMPLE

Include evidence from the text.

<p>DESCRIBE</p> <p>Describe challenges related to the issue, concept, or topic.</p>	<p>ASSOCIATE</p> <p>Identify individuals associated with this topic, issue, or concept and their roles.</p>	<p>COMPARE</p> <p>What do two issues, concepts, or topics have in common? How are they different?</p>
<p>ANALYZE</p> <p>Describe parts of this issue, concept, or topic to explain it to others.</p>	<p>APPLY</p> <p>How can this issue, concept, or topic be used or solved?</p>	<p>ARGUE FOR or AGAINST</p> <p>Agree or disagree with the issue, concept, or topic.</p>

From *Mapping Comprehensive Units to the ELA Common Core* by Kathy Glass

Thinking Skills (Literature)	DESCRIBE Describe the setting or a character using sensory detail.	COMPARE Compare three elements of literature: theme, setting, character.	ASSOCIATE In what way is this text like another text?	ANALYZE Identify and analyze examples of figurative language.	APPLY Interpret a meaningful quote from the story.	ARGUE FOR or AGAINST Argue for or against a theme. Use textual evidence for support.
Thinking Skills (Issue/ Concept/ Topic)	DESCRIBE Describe challenges related to the issue, concept, or topic.	COMPARE What do two issues, concepts, or topics have in common? How are they different?	ASSOCIATE Identify individuals associated with this topic, issue, or concept and their roles.	ANALYZE Describe parts of this issue, concept, or topic to explain it to others.	APPLY How can this issue, concept, or topic be used or solved?	ARGUE FOR or AGAINST Agree or disagree with the issue, concept, or topic.
Interest	What do you find interesting about this topic?	What more would you want to learn about this topic?	What questions do you have about this topic?	What is this topic like? What does it remind you of?	Who would benefit from learning about this topic? Why?	What are related topics that you would want to learn more about?
Vocabulary	Create a picture or symbol of the word.	Create an advertisement of the word.	Write a poem or song about the word.	Write a simile or metaphor for the word.	Make a visual collage of the word.	Use technology to teach the word to others.
Word Work	What prefix or affix helps you figure out what this word means?	What is a synonym for this word?	What is an antonym for this word?	Use the word in a sentence to show meaning.	Draw a symbol or picture of the word.	What are nonexamples of this word?

FIGURE 7.3

From Mapping Comprehensive Units to the ELA Common Core by Kathy Glass

**Use
evidence
from the
text to
support
your
answers.**



Roll the pair of dice. Write several questions based on the targeted text with the two words that face up, such as:

How can ...?

When might ...?

Why is ...?



Question Designer



	is	did	can	would	will	might
Who						
What						
Where						
When						
How						
Why						

FIGURE 5.4

Reading Excerpt for Cubing Exercise

“A significant percentage of tasks and questions are text dependent. The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text under consideration. Rigorous text-dependent questions require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text.

“High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with CCSS should demand attention to the text to answer fully. An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will often linger over specific phrases and sentences to ensure careful comprehension and also promote deep thinking and substantive analysis of the text....”

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See Kathy's website:

- **Webinar links** (WestEd and Corwin)
- **PPT presentations, downloadable resources, information about my books**
- **PD 360 Group – JOIN!**
- **PD Topics:**
 - ELA Common Core SS
 - Text-dependent questions
 - Close Reading
 - Curriculum mapping
 - Unit and lesson design
 - Differentiation
 - *Ask for additional topics, if interested*

